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ABSTRACT

The 7-9 grade curriculum guide, one of a series of Quinmester courses arranged in a similar format, focuses on the roots and results of manifest destiny which are observable in the national character of American life and in our foreign policy conduct. Differing viewpoints of the American Indian and Europeans as well as the traditional views of the U.S. toward westward expansion are examined. Nine units trace the physical growth of the U.S.; evaluate the implications of manifest destiny; review the positions of exponents of manifest destiny and anti-expansionists; and describe reasons and difficulties of expansionism and its effect on the American character, economic development of the U.S., and on contemporary U.S. policies. Broad goals, a course content, an activity, and material sections are included. (SJM)

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Social Studies: FROM SEA TO SEA

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DIVISION OF INSTRUCTION • 1971

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SOCIAL STUDIES

PROF SEA TO SEA

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Laurie K, Forenan

for the

Division of Instruction Dade County Public Schools 1971

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ERIC*

INTRODUCTION

This course of study was written as a part of a total effort to revise curriculum to fit the quinmester administrative organization of schools. The materials and information in this guide are meant to be neither all-inclusive nor prescriptive; but rather, an aide to teachers as they taking into account student needs and characteristics, available plan instructional programs, resources, and other factors. The major intent of this publication is to provide a broad framework of goals and objectives, Teachers may then accept the model framework in total or draw ideas from it to incorcontent, teaching strategies, class activities, and materials all related to a described course porate into their lessons. of study.

given learning activities. The materials section of the guide lists resources in four refers to suggested prerequisite for a specific or corequisite experiences. The content outline illustrates, in general terms, the scope and major subdivisions of the course. The objectives and learning activities section, hopefully, The guide is divided into 1) a broad goals section, 2) a content outline, 3) objectives and learning activities, and 4) materials. The first section provides descriptive and goalprovides a total picture of the concept or main idea and specific behavioral objectives for place of or in addition to the aforementioned; supplementary teacher resources; and supplecategories: essential textual or other material; alternate classroom materials to use in mentary student resources. The appendix may include other material appropriate oriented information for the teacher; "Indicators of success" e.g., pretests, readings, vocabulary, etc.

Anyone having recommendations relating to this publication is urged to write them down send to: Social Studies Office, Room 306, Lindsey Hopkins, A-1. James A. Fleming Social Studies Consultant

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COURSE DESCRIPTION:

OF VIEW OF THE AMERICAN INDIAN AND EUROPEANS AS WELL AS FROM THE TRADITIONAL UNITED STATES VIEW. DESTINY: ITS ROOTS AND RESULTS. THE HESTWARD HOVEMENT IS VIEWED FROM THE POINTS FOCUS IS ON THE CONCEPT OF MANIFEST AMERICA'S TERRITORIAL AND POPULATION GROWTH,

> CLUSTER: GRADE LEVEL: COURSE STATUS: INDICATORS OF SUCCESS:

American Studies 7-9
US: Elective OF SUCCESS: None

RATIONALE:

and women who contributed to the fundamental growth of American character and national policies. Consequences of manifest destiny and westward expansion are observable both in our daily lives and in our treatment of foreign policy. The study of the American westward movement is basically a story of differing men

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COURSE GOALS: THE STUDENT WILL

. TRACE THE GROWTH OF THE UNITED STATES.

FORMULATE HIS OWN DEFINITION AND EVALUATE THE IMPLICATIONS OF THE CONCEPT MANIFEST DESTINY.

III. DISCUSS CRITICALLY SOFE OF THE POSITIONS IN FAVOR OF AND OPPOSED TO EXPANSION IN THE 19th CENTURY.

EXPLAIN WHY PEOPLE MOVED WESTWARD DESPITE DAMGERS OF TRAVEL THROUGH UNSETTLED TERRITORY,

FORMULATE GENERALIZATIONS ABOUT THE EFFECT OF FRONTIER LIFE ON THE PEOPLE WHO LIVED THERE,

ASSESS THE EFFECTS OF MANIFEST DESTINY ON AMERICAN POLICIES DURING AND AFTER THE WESTWARD MOVEMENT,

COURSE CONTENT OUTLINE:

- Physical grouth of the United States **.**
- Northwest Territory
- Louisiana Territory
- Textu and Lexican Oession Florida
 - Urogor. · ध
 - Wobster-Ashburton Treaty
 - Gadsden Furchase
- Fogulation growth II.
- Wanifest Destiny III
- Political implications Definition
- Differing Viewpoints of Westward Expansion 'nΣ
- Exponents
- Janes Praisson
- Theses desiersen
- John Breckenridge
 - honroe Doctrine George WeDuffle
 - Sidney Excase
 - John Tyler
- Thomas Harr Denton
 - James K, Felk
 - William Gilpir
- Anti-expansionist. . بنا
- Johnna Cidain o
- John Bardis
- Daniel Webster
 - Thomas Corvin

- Difficulties of travel westward
- Everyday hardships -2
- Wagen travel
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 - Loncliness
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 - Locusts
- Measont for western expansion
- Land
- Adventure
- WOULTS
- Cold
- 3.4.75 4.01
- Religion ;n
- Life on the Frontier
- Economic -4 m
 - Cocial
- Folitical
- Effects of westward expansion and the frontier VIII.
- On the American character
- On the aconomic development of the United States On contemporary Unites States policie . т.

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GOAL:

	LEARNING ACTIVITIES	Use the Westward Expansion filmstrip/record series (see Appendix) either as an initiatory activity to the course or culminating activity.	Have a large outline map of the United States available on either a bulletin board, blackboard, or overhead projector. As the class investigates the various acquisitions to the boundaries of the United States, students should prectice mapping skills by drawing in United States territorial additions. The outline map should have the 13 original states, major rivers and mountain ranges, and the Pacific and Atlantic Occans clearly labeled. It would be a good idea that each student also have his own outline map.	Suggested Source: Kaps in the Americans, (pp. 133-135.)	Have students read, "The Northwest Territory: A Beginning," (<u>Discavering American History</u> , pp. 227-279.) Alternate Source:	a. Free and the Brave, (pp.228-232) b. Land of the Free, (pp. 236-238)	If available, show the movie, The Northwest Ordinance, (3-00150). Narration with songs describing the development of the West, The Land Ordinance of 1785, and The Northwest Ordinance of 1787.	a. Now did the United States acquire the Morthwest Territory? b. After reading the provisions of the Northwest Ordinance carefully, suggest what seems to be the United States	
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ine outled SiAleS	OBJECTIVE	To illustrate the continual historical acquisf- tion of territory from 1783 to the present,		;					-1-
		<u>*</u>							
	FOCUS	PHYSICAL AND POPULATION EXPANSION OF THE UNITED STATES			8				

LEARNING ACTIVITIES	Questions for Discussion (Cont'd)	government's viewpoint on territorial expansion.	5. Have students read, "The Louisiana Purchase," (Discovering American History, p.279), and/or "The Country Doubles its Size in a Flash," (Free and the Brave, pp. 275-278).	Alternate Reading: Land of the Free, (pp. 193-194)	6. It is said that Thomas Jefferson had to employ a loose interpretation of the Constitution in order to justify the Furchase of Louisiana. Have a student roleplay Thomas Jefferson addressing the Senate, attempting to convince them of the necessity of the United States purchase of Louisiana.	Alternate: Same assignment may be an individually written assignment.	Former Fresident John Adams, a strict constitutionalist, will oppose the purchase. Have a student roleplay Adams and have him rise to debate Jefferson's position.	Alternate: Same assignment may be given as an individual student written assignment.	Supplemental Activity: Roleplay the purchase of Louisiana, from Napoleon.
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LEARNING ACTIVITIES	Select students for a short independent study report to research both the explorations of Lewis and Clark, and Zebulon Pike into the Northwest Territory. Students could roleplay these explorers for class presentation (wearing	pioneers contumes) and present reports of their explorations by reading from entries in their diary (journal). Research notes should be written in diary (journal) form for presentation. Maps of their travels should also be made.	References:	Land of the and the Brave, (pp. 194-195) The Great West, (pp. 62-68) The Frontier, (pp. 511-513)	 Inestions:	Compare the original 13_colonies with the Louisiana Purchase. What is immediately obvious?	Why was President Jefferson so anxious to purchase the
	Select stud research bo Zebulon Pik roleplay th	pioneers co by reading notes shoul tation, Ma	Suggested References:	a. Land of Free a c. The Grad of The Fr	Pertinent questions:	a, Compare the Purchase,	why was
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Why was President Jefferson so anxious Louisiana territory? ۵.

Have students read, "Florida and the Boundaries of Louisiana," (Discovering American History, pp. 280-283) ထံ

Alternate Reading:

Land of the Free, (F. 199)

Free and the Brave, (pp. 293-301; p. 312) e, p

Pertinent questions:

- Through the treaties of 1818 and 1819, what territories ಕ
- did the United States gain? How were the acquisitions of 1818 and 1819 different from the Louisiana purchase? **,**



LEARNING ACTIVITIES	c. How was American foreign policy during the War of 1812 different than the policy during the Washington and Adams administrations?	9. Have students read, "Texas and the Mexican Cession," (<u>Discovering American History</u> , pp. 284-287)	Alternate Source:	a. Free and the Brave, (pp. 371-374; 377-383) b. Jand of the Free, (pp. 258, 284)	Suggestions for small group projects:	a. Building of a model of the original Alamo. Sew or reproduce Lone Star Flag. b. "You are There" taped interviews with famous heroes the last night the Alamo stood (Sam Houston, Davy Crockett, Jim Bowie). Write and act out an original	script, last lay at the Alamo." c. Writing poem or folk-song, "The Alamo." d. Writing of the diary of Sam Houston, Jim Bowie, or Davy Grockett, found after the fall of the Alamo.	e. Interview with Mexican leader, Santa Anna. f. Act fictitious trial of Santa Anna for war crimes b	Pertinent questions;	a. How did the United States acquire Texas? The Mexican	b. Why did the United States believe they had a right to Texas? Did the United States have least title to Texas?	c. Why were we willing to risk going to war to get Texas?	
OBJECTIVE						·	·		, 2°°				
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LEARNING ACTIVITIES	d. Why did Mexico fight so hard to keep Texas rather than give up as Spain did over Florida?	10. Have students read, "Oregon," (Discovering American History pp. 288-291)	Alternate Source:	a. Free and the Brave, (pp. 367-371) b. Land of the Free, (p. 254) c. The Frontier, (pp. 514-518)	Pertinent questions:	a. What were our major reasons for annexing Oregon? b. Compare these reasons with those of our earlier acquisitions. What changes do you see since 1803? How would you attempt to explain some of these changes in policy?	11. Have students read, "Rounding Out the Nation," (Discovering American ilstory, pp. 291-293)	Pertinent questions:	a. What did the United States acquire with the Gadsden Furchase? b. What were the major provisions of the Webster-Ashburton treaty? c. Why do you think these territorial acquisitions were so peaceful?
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LEARNING ACTIVITIES	12. If available, show the movie, Westward Growth of Our Nation; 1603-1853, (1-05296). This film should reinforce and review previous activities.	Pertinent questions:	 a. Why do you think Americans moved from the East to the West and from rural areas into urban cities? b. Is there an American frontier(s) today? 	Alternate Activity for Objective As	If time is an important factor, merely discuss the map, "Territorial Growth of the United States," (Promise of America, pp. 74-75).	1. Read aloud to students, "She's GoneGone!" (Promise of America, p.34)	Questions for discussion:	a. Why is Uncle Zeb complaining? b. What is "gone"? Why?	2. Have students carefully examine both the picture and population graph in The Americans, (p. 132).	After carefully examining both picture and graph, ask students to explain one of the many reasons for Westward expansion depicted by this exercise.	3. Carefully examine, "Four Maps" (Discovering American History, pp. 299-300) and/or "Population Growth of the United States" (Promise of America, pp. ??-?8)	
OBJECTIVE						B. To examine the growth of population in the United	present,					9
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LEARNING ACTIVITIES	Suggest teacher ditto mane if older of mbs Amoute
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Suggest teacher ditto maps if class set of The Americans is not available.

Questions for discussion"

- a. How has population distribution changed in the United States from 1790 to 1840? Are any patterns discernible?
 - b. What historical events do you think might have caused some of these population pattern changes?
 - c. Are there any changes in population patterns toady?

. Have students read, "Population Changes: Harold Underwood Faulkner", (Discovering American History, pp. 301-302)

Questions for discussion:

- a. What ideas gathered from the maps concerning population are enforced by this reading?
 - differences between the United States in 1790 and 1850?
 - c. What do you predict for future United States population trends according to the reading and the maps?

Alternative Activity for Objective B:

If lack of time is an important factor, have students examine, "Fopulation Growth of the United States," (Promise of America, pp. 76-78)

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THE STUDENT WILL FORMULATE HIS OWN DEFINITION AND EVALUATE THE IMPLICATIONS OF THE CONCEPT, MANIFEST DESTINY.	LEARNING ACTIVITIES	Have students read "An 1845 Editorial; John Luis O'Sullivan" in <u>Discovering American History</u> , p. 312.	Alternate Sources;	Manifest Destiny and Expansionism in the 1840's, p.4, by Kownslar,	Vision, Destiny - War!, pp. 1-2, by Tyler	Have students carefully study John Gast's painting of 1872, depicting Manifest Destiny. Ask students to "brain storm" ideas about the picture in an effort to interpret its meaning. (Painting appears on p. 313, <u>Discovering American History</u>)	Have interested, able students do independent study research on:	a. The Intellectual origins of Manifest Destiny. b. The role of Manifest Destiny in the political issues of the 1800's, (i.e., Texas, wars, presidential elections).	c. Book report on Manifest Destiny and Expansionism in the iStols, by Kownslar. d. Book report on Vision, Destiny - War!, by Tyler.	Read aloud the brier introduction "Manifest Destiny" in <u>The Great West</u> , p. 241, by Josephy.	Questions for discussion:	a. What was Manifest Destiny?	
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ORMULATE HIS OWN DEFINITION	ORJECTIVE	To define the term Mani- fest Destiny.											8
GOAL: THE STUDENT WILL F	FOCUS	DEFINITION AND EVALUATIONA. OF THE INPLICATIONS OF MANIFEST DESTINY.						1 5				-	

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LEAKNING ACTIVITIES	 b. Does the painting and the writing of O'Sullivan suggest that Manifest Destiny was inevitable? c. Cite examples of Manifest Destiny from your earlier studies. 	5. Have students examine the poem, "The Pacific Railroad" by Walt Whitman (in A Passage to India; available also in the text, Land of the Free, p. 442.)	Questions for discussion: (The poem could be used for the purpose of evaluation as an essay test.)	a. In what way is this poem related to the concept of Manifest Destine?	b. Why is Mr. Whitman saying that the Pacific Railroad is connecting Europe and Asia?	c. Did the westward movement start with Columbus? d. Where are those places he mentions in the poem? (Using	a map and the poem, students might be able to trace the approximate course of the Pacific Railroad. One student	could then find out what the actual course was and compare the two the following day, evaluating Mr. Whitman's	use of geography.) e. What effect would the rallroad have on the westward	movement?	1. Have students divide into small groups, each group having the assignment to investigate the role of Manifest Destiny in one of the following issues:	a. Monroe Doctrine b. Acquisition of Texas c. Mexican War d. Acquisition of Oregon e. Election of President Polk	
OB.JECTIVE			-								To evaluate the signifi- cance of Manifest Destiny for American politics.		-6-
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LEARNING ACTIVITIES	The group reports might be in the form of role-playing of major characters involved.	2. Have students pretend they are editors of a large metropolitan newspaper. Discuss the purpose and importance of editorials in the news media. Have each student take one of the issues in activity 1 above, and defend or attack American actions in the light of Manifest Destiny.	3. Have interested students pretend they are commercial artists hired by a land company from a western territory to advertise the American belief in Manifest Destiny. Have them do a cartoon, poster, or drawing demonstrating the concept.				
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ITIONS IN FAVOR OF AND OPPOSED TO EXPANSION IN THE 19th	LEARSING ACTIVITIES	Have students read the excerpts from the writings of the 10 proponents of expansion in Discovering American History, (pp. 305-312). The class might be divided into 10 groups of about 3 students each, and each group could read one excerpt and summarize it for the class.	Prepare a set of transparency quotes from writings and speeches of the time that extol going West. Have students read, interpret, and evaluate the quotes one at a time. As a result, they should be able to write a paragraph or suggest hypotheses to explain the viewpoint in favor of westward expansion.	Questions for Discussion:	 a. What are the reasons for expansion given by those in favor of it? b. What motivated these writers or politicans? c. Do you agree with their arguments? 	Have students read excerpts by some opponents of expansion in Discovering American History, (pp. 319-324).	Questions for discussion:	a. What are some reasons against territorial expansion? b. What groups seem to be against expansion? Why? c. Do you agree with their arguments?	Have a group of students investigate some of the Indian atti- tudes toward American expansion westward. They might do a case study of the Seminole Indians in Florida and their ex- periences with the movement of the white man into this region by making a time line of government decisions to move and they remove the Indians.	
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THE STUDENT WILL DISCUSS CRITICALLY SOME OF THE POSITIONS	ORJECTIVE	To examine and discuss critically the viewpoints of the spokesmen for United States expansion.				To discuss critically the viewpoints of the opponents of expansion.			:	-11-
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COAL; THE STUDENT WILL	\$100.I	DIFFERING VIEWPOINTS ON WESTERN EXPANSION.	-· ·		. 1	8				

LEARNING ACTIVITIES	Hold a panel discussion or a debate on the pros and cons of United States expansion in the 19th century. Four students might prepare arguments in favor and four students against expansion.	Have a group of students prepare a "Meet the Press" interview situation to role-play some of the opponenents and proponents of expansion,	Have each student write an essay as follows: One paragraph in which he summarizes the arguments for United States expansion and one paragraph in which he summarizes the arguments against. In a third paragraph he should select one of the two points of view and defend it.			
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OBJECTIVE	C. To evaluate the differ- ing viewpoints on west- ward expansion.					
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GOAL:

HESTITUTE DANGERO OF IRAVED INCOORD ONSEILLED IERRIIORI.	1. Have students read an excerpt from a diary of the times. a. "William Calk" in Promise of America, (p. 25) b. "Travels in the 1820's" in Promise of America, (p. 27).	03	(Girls) Would you like a husband like this pioneer? (Boys) Would you like this kind of life? (a) Is it possible to live this way today? Where? (a) Do you think it was possible for these people to be happy without all the comforts that we have and take for granted today?	2. Have students make maps of the United States, labeling the important routes traveled. Individual students might report orally on the Santa Fe, Oregon, and other trails west.	3. A group of less able students might make a mural depicting the hardships suffered by people moving west. (Hardships might include illness, scarcity of food, hostile Indians, hot desert travel, etc.)	4. Have a group of students prepare a play depicting strugg s that men faced with nature on the Oregon Trail, based on the excerpt from The May West by A. B. Guthrie, found in the book Winning the West, in the Profile of America series, (pp. 27-31) This selection focuses on the hardships faced by the women and children,	5. Read aloud to the class or have them read the selection from "Ordcal by Hunger" by Ceorge R. Steward, Jr., in <u>Winning the Mest</u> . This describes the tragic effort by the Donner Party to reach California and illustrates the problems of freezing temperatures and starvation.
OBJECTIVE	A. To describe what it was like traveling West.	•					-13-
FOCUS	REASONS FOR WESTWARD EXPANSION.				20		

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LEARNING ACTIVITIES	Alternate readings on the Donner Party:	a. "The Donner Party Starves" in <u>The Americans</u> , (slow learners). b. "The Smart One Got Through," by G. Stewart, <u>Reader's Digest</u> .	6. In 1842, Andrew Child wrote the first complete guidebook for western travel. Read selections to the students and discuss. (Inquiry Experiences in American History, pp. 58-60).	7. Have a group of students try to make a list of foods, utensils, and spare parts for frontier travel. Compare it with Francis Parkman's list in The American Frontier, by Cummins, (p. 162).	8. Have students examine and discuss pictures of pioneer travel:	a. <u>Old Hate, New Hope</u> , (p. 110). b. <u>The Great West</u> , (pp. 220-223).	Have them also watch the film, The Santa Fe Trail, (#1-30015).	Divide the class into small groups to discuss the respon ibilities of the leader and members of a wagon train going st. They might attempt to write constitutions for a wagon train. (See The American Frontier, Cummins, pp. 165-166.)	9. The Home and Family Education department of the school might cooperate in helping some students prepare authentic meals as prepared on a wagon train. Students might discuss the palatability of these foods for a 3 or 4 month period.	
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LEARNING ACTIVITIES	10. Less able students could read "Life on the Trail" in The Americans, (p. 151). (for slow learners) Activities are described in the teacher's guide.	11. If available, play side 2, band 1, "Mended and Moving Again", of the album, Old Hate, New Hope. The record includes songs by Pete Seeger, Sam Hinton, and Cisco Houston describing the wagon trains and loneliness of the homesteaders trail. Titles include:	a. "Ox Driver's Song" b. "Colorado Trail" c. "Sweet Betsy from Pike" d. "Bent County Bachelor"	12. Show the film, Pioneer Journey to the Oregon Country, (#1-12890). (Ten year old boy traveling to Oregon).	13. Have students read the poem, "The Oregon Trail", by Arthur Guiterman, (Frontiers, pp. 43-45).	14. The anthology, Frontlers, has a number of appropriate short stories that students may read describing frontier life. The teacher may choose to read one or more aloud on a "lazy" Friday afternoon.	In an initiatory discussion, have students make a list of reasons why people went West, Activities so far should give them the background to make several hypotheses,	
OBJECTIVE				-			To discover the reasons 1 why people went west.	-15-
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LEARHING ACTIVITIES	Have students read in Discovering American History, "Why Pioneers Went (pp. 314-319)	Divide the class into small groups, each representing one important group that traveled West. Each group might investigate and report on the reasons for their migration, the experiences they had, and the results.	Suggested groupings:	a. The mountain men b. Prospectors c. Ranchers d. Pioneer settlers e. Normons	Suggested resources:	a. The American Frontler, Cummins, (contains chapters on several of the groups) Paperback, b. Lund of the liree c. Promise of America: Struggling for the Dream d. The Americans e. Discovering American History	Have students read the selection from Cimarron by Edna Ferber in Winning the West in the Profile of America Series. The selection depicts the motives and ruthless methods used during the lard rush to Cklahoma. An interested student might wish to read the whole book and make a report on it. (pp. 47-51)	Also in <u>Winning the West</u> , students might read the selection
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LEARNING ACTIVITIES	from The Way West, by Guthrieon (pp. 14-23). It portrays a family discussion in which a decision is being made about whether or not to go west. It is suitable to be made into a play or skit.	6. Have students write letters home from the West trying to convince their eastern relatives to travel West.	7. Select students to role-play a pioneer in Daniel Boone's party. He should try to convince his city-born girl friend to accompany him to Boone's fort. She should express the fears that many people felt about the move and try to convince him to stay in the East.	8. Have students read and examine the special picture portfolio "The Great Gold Rush" in The Frontier, by Robert G. Athearn, (pp. 469-474). Also examine the gold rush cartoons in <u>Old Hate, New Hope</u> , by Peck, (p. 112).	9. Have students read and discuss "Adventures in California 1851-1852," in Promise of America: Struggling for a Dream, (pp. 39-42).	10. Show the film, The Westward Movement: The Gold Rush (#1-31217).	11. Following some of the above readings, have students plan individual or small group projects: a. You are a newscaster reporting to the nation the discovery of gold at John Sutter's mill.	
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LEARNING ACTIVITIES	b. "You Are There" interview with James Marshall. c. Build replicas of the gold mining apparatus and demon- strate its use. d. Draw original cartoons, nosters, etc.	,	f. Write a blographical sketch of a personality from the gold rush; e.g., Julia Bulette, Queen of Virginia City.	12. Listen to the songs of the Gold Rush days and interpret.	a. "The Rush for Gold: Forty-Niners," in <u>The Americans</u> , (recording in the A-V Kit.) b. "Oh California," also in <u>The Americans</u> , (p. 141).	Pertinent questions:	a. What conditions of the miners' lives are depicted in the song? b. What are the hopes of a prospector?	13, Have students read Bret Harte's Luck of Roaring Camp.	14. Place famous sayings and quotations on transparencies and guide a class discussion in which students interpret the sayings.	a. "Pike's Peak or Bust" b. "Go West, Young Man" c. "California or Bust" d. "The Pioneer Spirit" e. "The American Dream"
OBJECTIVE					•				·	

	OBJECTIVE	LEARNING ACTIVITIES
		15. Show the movie, <u>Driven Westward</u> , (# 1-30996).
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		Have students read "A New and Different West," in Land of The Free, (pp. 317, 323-324), and "Immigrants Go Home!," in the same book.
		or
		Have them read from The Fancher Train, by Amelia Bean, in Winning The West in the Profiles of America Series.
		These activities depict the migration of the Kormons,
		Questions for discussion:
		 a. Why did the Morrons migrate West? b. Why do you think they decided to settle in the heart of the Great Salt Lake Desert? c. Are there any other groups that suffered similar persecutions in this country?
	,	16. The Indian, also, went westward, but for different reasons. Students might investigate the migration of these peoples also.
		Tivide the class into small groups and have each group investi- gate a significant Indian group's movements during the nineteenth century. The teacher will have to secure enough resources in the library prior to starting such a project.
		Possitle groups:
,	-1%-	a. The Seminoles b. The Sioux c. The Mavajo d. The Irequeis
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Suggested topics:

- A house raising A husking bee A wedding A dance ည် အ ů
 - Wedicine show
- From the preceding activities, have students attempt to make ful. (courage, resourcefulness, inventiveness, physical strength, ability to live with dangers; hard working, praca list of qualified frontiersmen had to have to be successtical, democratic, ambitious, self-reliant, imaginative,

thesize about the effect of frontier life on its

inhabitants.

The student will hypo-

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They should cite examples of each quality and recognize that different qualities might be needed on the plains than in a California mining town or on a cattle drive.

It would be important to stress possibly today; or have them suggest qualities that Europeans attri-Have students suggest the qualities that typify Americans the most important quality, diversity, bute to Americans, 2

In discussion, with the qualities from activity 1 and 2 on the chalk board, compare the frontier qualities with America to-

Questions for discussion:

- Did the frontier have any effect on the development of a distinctive American character? ಕ
 - space to live, resources, growth of democratic spirit, hat good effects did the frontier have on America? nventions, etc.
- what negative effects did it have? (wastefulness toward Indian civilizations, destroyed European culture, etc.). resources, materialism, crudeness, extermination of the ပဲ



- The student will relate United States policies Manifest Destiny to and actions. Ā
- Questions for research and discussion: તું તુ
- Was the Monroe Doctrine a reflection of the philosophy
- of Manifest Destiny?
- How did Manifest Destiny affect the issue of slavery?
- Why do some people call Mr. William Seward an expansionist and believer in Manifest Destiny?
 - Why didn't the United States take over all of Mexico? Is Manifest Destiny the same thing as imperialism?
- that illustrate United States isolationism (define the term) anifest Destiny and United States expansion and examples Have each student make a list of examples that illustrate and lack of desire for new territory.

List both on the board and then ask students whether or not they feel the United States should be called "expansionist" listed in the form of a time line, and divide United States or isolationist". It may be necessary to put the events history into periods of expansion and isolation,

Have each group locate Divide the class into small groups to investigate involvement (b) what territories or colonies the United States gained from the war, and (c) if the group thinks the United States information on (a) why the United States entered the war, was being imperialistic in its involvement, of the United States in several wars.

Suggested wars:

- Spanish American War
 - Kextoan War
- World War II World War I ပ်
- Korean War

MATERIALS

I. RECOMMENDED BASIC TEXTUAL AND OTHER MATERIALS;

Scott Foresman Spectra Struggling for the Dream. Cuban, Larry and P. Roden, Fromise of America: Struggling Program, Clanview, Illinois: Scott Foresman and Co., 1971, Program, New York: United States History Series. The American Frontier. Cummins, Duane D, and W. G. White, Benziger Brothers, Inc., 1968.

Field Profile of America Series. San Francisco: Field Educational Publications, 1971, Winning the West: 1700-1900. Richard E. and R. F. Madgic. Social Studies Program.

Unit IV, "The Nations Grows and Kownslar, Allan O. and D. B. Frizzle. Discovering American History. Un: Changes, 1800-1854." New York: Holt, Rinehard, and Winston, Inc., 1967. (2 Filmstrips, 2 records) Guidance Associates, 1968, color (\$35.00) Westward Expansion. (Filmstrip)

II. ALTERNATE STUDENT AND CLASS MATERIALS

A. Textual

Athearn, Robert G., The Frontier. The American Heritage New Illustrated History of the United States, Volume 6. New York: Dell Publishing Co., Inc., 1963.

Ginn and Co., 1970. Boston: Inquiry Experiences in American History. Branson, Margaret S.

- Benziger, Inc., New York: Caughey, John W. and J. H. Franklin and E. R. May, Land of the Free.
- The Americans. New York: American Heritage Publishing Co., Inc., 1970. Eà. * Fenton, Edwin,
- Rand McNally and Co., 1967. Chicago: The Free and the Brave. * Graff, Henry F.

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Globe Book Co., 1971. New York: U.S.A. Inquiry: Kane, Ralph J. and J. A. Glover.

New American Adventure Program, Volume 2. - New Hope. Peck, Ira and L. F. Pricdman, Old liate York: Scholastic Book Services, 1970.

Stewart, George R. "Smart Ones Got Through", Reader's Digest.

B. Audio-Visual Materials

_:	Films	Dade County Number
	Driven Westward The Gregon Trail	1-30996 1-31138
	Pioneor Journay to the Oregon Country	1-12890
	The Westward Fievement, The Gold Rush (Part 5)	1-31217
	Westward Growth of our Nation: 1803-1853	1-05296

2. Tapes

3-00150	3-00151
st Ordinance, 15'	e Trail, 20'
The Northwes	The Santa Fe

3. Filmstrips

(Listed also under recommended basic textual and other materials)
The Opening of the West. Life Filmstrips. (Time-Life Building, Rockefeller Center, New York) (2 Filmstrips, 2 records) Guidance Associates, 1968, color (\$35.00) Westward Expansion.

4. Records

Frontier Ballads (Phonodise; Folkways Records, F.A. 2175-2176). Songs of the West (Morman Luboff, Colombia, CL 657).

See the Teacher Manual of The American Frontier (Cummins) for additional films, filmstrips, and records. *

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ERIC Full Text Provided by ERIC

III. SUPPLEMENTAL PUPIL RESOURCES

New York: American Heritage Publishing American Heritage Series. American Heritage Book of Indians, Co., 1961 ed.

The American W. Wachner. Experience: Non Fiction, New York: The MacMillan Co., 1968.

Silver Burdett Co., 1969.. Morristown, New Jersey: Avenues to America's Past. Bowes, John S.

New York: Scholastic Literature Units. Frontiers. C. Lee,, eds. Dunning, Stephan and Book Services, 1961.

Bantam Books, 1969 New York: Durham, Philip and E. L. Jones. The Adventures of the Negro Cowboys. (Paperback).

Silver Burdett Co., 1967. Adventures in American History, Morristown, New Jersey; Glanzrock, Jay

Simon and Schuster, 1965. New York; American Heritage Series. Great West, The.

Jackson, Helen Hunt. A Century of Dishonor.

New Dimensions in American History Manifest Destiny and Expansionism in the 1840's. D. C. lieath and Co., 1964. Lexington, Massachusetts: Kownslar, Allan O.

New York: Harper and Row, 1965.

Crown Publishers, 1956. New York: A Pictorial History of the American Indian. LaFarge, Oliver,

Steck-Vaughn Co., 1970. Austin, Texas: Vision, Destiny-Har! Tyler, Ronnie, Chicago: University of Chicago Press, 1953. Red Man's America. Underhill, Ruth M. Garden City, New York: Doubleday, 1940. Indians of the United States. Wissler, Clark, Extensive bibliographies are found at the end of each chapter of Cummins, The American Frontier Recommended Basic Textual Materials) above, **

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IV. SUPPLEMENTAL TEACHER RESOURCES

The American West. A quarterly journal,

Brogan, D. W. The American Character. New York: Alfred A. Knopf, 1956.

(Accompanies The American Frontier) Teacher's Resource Manual. Cummins, D. Duane, and W. G. White. New York: Benziger Brothers, 1968.

Democracy in America. New York: Mentor Books, 1956 ed. De Tocqueville, Alexis.

New York: American Heritage The American Heritage History of the Great West. Josephy, A. M. ed. I Publishing Co., 1965. Keenan, Mary E., A. O. Kownslar, and D. B. Frizzle. Teacher's Resource Guide for Discovering American New York: Holt, Rinehart, and Winston, Inc., 1969. History. New York: American Heritage Ketchum, Richard M., ed. The American Heritage Book of the Great West. Publishing Co., Inc., 1965.

Lincoln, Nebraska: University of Nebraska Press, 1961. "The Frontier and American Institutions."; New England Quarterly, No. 15, June, 1942. Yale University Press, 1952 ed. New Haven, Conneticut. Stewart, Elinore. Letters of a Woman Homesteader, Journal of John Udell. Pierson, George. Udell, John.